

My P.E. Book

Name: _____

School: _____

Grade: 2

Class Room

Teacher: _____

Room number: _____



Ohio Physical Education Assessments	
Standard 1	Demonstrates competency in motor skills and movement patterns.
Benchmark A	Demonstrate locomotor and non-locomotor skills in a variety of ways.
Grade Band: K-2	

Overall Task: All skills must be assessed and will then be combined to identify the student's overall competency.

Skill and Task: **Running** – Observe multiple repetitions of your students running at a moderate speed (this could be done as a whole-class activity). Repeat the activity asking students to change speeds and pathways at times.

Circle Level	Running - Criteria
Advanced 3	Consistently demonstrates correct running technique with a smooth and effortless rhythm, at a variety of speeds and pathways.
Proficient 2	Runs while demonstrating correct technique (head up, slight forward lean, heel-to-toe landing/push off, knee lift, rear-heel kick, bent arms and relaxed hands).
Limited 1	Demonstrates an incorrect running technique.

Skill and Task: **Skipping** – Observe multiple repetitions of your students skipping around the gymnasium (this could be done as a whole-class activity).

Circle Level	Skipping - Criteria
Advanced 3	Consistently demonstrates correct skipping technique with a smooth and effortless rhythm.
Proficient 2	Skips while demonstrating correct technique (head up, slight forward lean, step/hop action, opposition of arms and legs).
Limited 1	Demonstrates an incorrect skipping technique.

**Standard 3 Benchmark A
Answer Key:**

1. One should get at least 60 minutes of physical activity per day.
2. Answers may vary – see rubric for scoring.
3. Carrot
4. Water
5. Grilled Chicken Sandwich
6. Apple

**Standard 3 Benchmark B
Answer Key:**

1. Walking up the stairs, running and dancing (all three must be selected to score advanced).
2. Push-ups
3. Sit-ups
4. Shoulder stretch
5. Hamstring stretch/toe touches

Answer Key:

1. **A** Hopping is a one-footed locomotor movement.
2. **B** This is false. The hands should stay level with the shoulders as you run fast.
3. **A** Sliding is a sideways movement (a sideways gallop) with the same foot leading.
4. **A** The skip is a set-hop action and the lead foot alternates when you skip.
5. **A** Bending the knees help generate force to push off.
6. **A** Balance will be better with a lower center of gravity.
7. **B** In a forward roll, the hands go down followed by the shoulder blades, the head staying off the mat.
8. **A** Stepping with the opposite foot will help generate force.
9. **B** Power also comes from rotating the body and using the trunk and shoulders.
10. **B** You need to look up as you dribble so you know where you are going.
11. **A** Releasing the ball at the bottom of the forward swing will help keep the ball down.
12. **B** To kick a ball hard, you need to keep the toe pointed downward and use the laces.
13. **A** Fingers should point to the ground if the ball is low down and point upward when catching a high ball.
14. **A** Bending the elbow behind the head will help generate force.
15. **B** When dribbling, you need to keep the ball quite close.
16. **A** When catching, you need to bring the arms in a bit to absorb the force.
17. **B** Stepping with the same foot will not give you opposition.
18. **A** A bigger backswing will give you more power.
19. **A** Following through toward the target will help with aim and accuracy.
20. **A** Fingers point upward catching a high ball.

Benchmark B Scoring:

3- Advanced = 9-10

2- Proficient = 6-8

1- Limited = 0-5

Skill and Task: **Hopping** - Observe multiple repetitions of your students hopping on one leg on their preferred legs (this could be done as a whole-class activity). Following this, assess students hopping on non-preferred legs (this can be done with just those that have mastery of preferred leg or whole class).

Circle Level	Hopping - Criteria
Advanced 3	Consistently demonstrates correct (one-leg) hopping technique while moving forward on both right and left legs.
Proficient 2	Hops on the preferred leg with correct technique (head up, slight forward lean, knee bent to absorb the landing, pendulum action of the non-supporting leg, use of arms to aid momentum).
Limited 1	Demonstrates an incorrect hopping technique on the preferred leg.

Skill and Task: **Gallop and slide** – Observe multiple repetitions of your students galloping/sliding at a moderate speed (this could be done as a whole-class activity). Have students try to gallop and slide with both their right and left legs as the lead leg. Repeat the activity asking students to change speeds and pathways at times.

Circle Level	Gallop and Slide - Criteria
Advanced 3	Consistently demonstrates correct galloping and sliding technique with a smooth and effortless rhythm, at a variety of speeds and pathways with both the right and left legs as the lead leg.
Proficient 2	Gallops and slides while demonstrating correct technique (head up, sideways movement/body orientations (slide), forward movement/body orientation (gallop), pushes off the toes, arms bent, low-flight pattern, legs do not cross over).
Limited 1	Demonstrates an incorrect galloping and/or sliding technique.

Skill and Task: Jumping - Observe multiple repetitions of your students jumping vertically (this could be done as a whole-class activity). After a few moments, have them switch to a horizontal jump.

Circle Level	Jumping - Criteria
Advanced 3	Consistently demonstrates correct jumping technique both vertically and horizontally.
Proficient 2	Jumps either vertically or horizontally while demonstrating the correct technique (head up, slight forward lean, knees bent, takes off using arms to aid momentum up or forward and lands on two feet simultaneously,).
Limited 1	Demonstrates an incorrect jumping technique.

Skill and Task: Rolling – Observe multiple repetitions of your students attempting simple rolls (e.g., log, egg, parachute, circle, shoulder) on mats or other appropriate and safe surfaces.

Circle Level	Rolling - Criteria
Advanced 3	Rolls are performed with smooth and effortless technique.
Proficient 2	Students perform individual rolls with good technique (maintains body shape with tight muscles [curved, straight or round], body alignment and fluid motion).
Limited 1	Students show incorrect rolling technique. Entry and exit are choppy; body parts are “loose.”

Ohio Physical Education Assessments	
Standard 5	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Benchmark A	Identifies health benefits as reasons to value physical activity.
Benchmark B	Identifies reasons to participate in physical activity.
Grade Band: K-2	

Task: The teacher asks students to identify specific health benefits from participation in daily physical activity. Students also will identify their personal reasons (why?) for enjoyment in an activity. Students could draw pictures, use words or complete writing assignments that match their developmental levels.

Directions: Provide a rating in both Benchmark A and B using the attached rubric.

Circle Level	Criteria	
	5A Identifies Health Benefits	5B Identifies Reasons for Enjoyment
Advanced 3	Identifies multiple health benefits of physical activity.	Identifies multiple reasons an individual would enjoy physical activity.
Proficient 2	Identifies at least one health benefit of physical activity.	Identifies at least one reason to describe why an individual would enjoy physical activity.
Limited 1	Does not identify the contribution of physical activity to good health.	Does not identify any reasons an individual would enjoy physical activity.

4B Social			
Circle Level	Cooperate	Respect Others	Resolving Conflict and Fair Play
Advanced 3	<ul style="list-style-type: none"> Consistently engages in behaviors that are helpful to others (e.g., taking turns using equipment and interacting positively with others). Consistently respects others' rights to learn without direction of the teacher. 	<ul style="list-style-type: none"> Respects rights and feelings of those who may be of different backgrounds or different skill levels by encouraging others or other behaviors to include all students. Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Consistently respects judgments of others in games. Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).
Proficient 2	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others (e.g., taking turns, using equipment and interacting positively with others). 	<ul style="list-style-type: none"> Respects rights and feelings of those who may be of different backgrounds or different skill levels. Respects others' rights to learn. Provides some positive comments to classmates and does not use put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Respects judgments of others in games. Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.
Limited 1	<ul style="list-style-type: none"> Engages in behaviors that are helpful to others after prompts from the teacher OR does not engage in behaviors that are helpful to others. Does not consistently respect others' rights to learn. 	<ul style="list-style-type: none"> Has difficulty in respecting rights and feelings of those who may be of different backgrounds or different skill levels. Sometimes uses put-downs or comments that are hurtful. 	<ul style="list-style-type: none"> Reactions demonstrate lack of respect for judgments of others in games. Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).

Skill and Task: **Balance** – Observe multiple repetitions of your students holding different (1-, 2-, 3-point) balances. Then ask students to combine balances with limb extensions, raising the center of gravity, and/or narrow-base supports.

Circle Level	Balance - Criteria
Advanced 3	Able to hold 1-, 2- and 3-point balances with good technique and holds each balance position while either: extending a limb, center of gravity points are raised, and/or a narrower base of support is achieved for five seconds or more.
Proficient 2	Able to hold 1-, 2- and 3-point balances with good technique (maintains body shape with tight muscles, body alignment, held for three seconds).
Limited 1	Balances (1-, 2- and 3-point) have limited alignment and are unsteady (not held for three seconds).

Skill and Task: **Rhythm** – Observe your students engaged in rhythmic activity, moving in time to a beat and combining steps together with good rhythm. Activities could include moving with a drum beat, jump rope, Chicken Dance, Hokey Pokey or other simple dances.

Circle Level	Rhythm - Criteria
Advanced 3	Consistently demonstrates good rhythm by following a sequence of movements in time with music .
Proficient 2	Able to move in time to a beat.
Limited 1	Cannot move in time to a beat.

Ohio Physical Education Assessments	
Standard 1	Demonstrates competency in motor skills and movement patterns.
Benchmark B	Demonstrate developing control of fundamental manipulative skills.
Grade Band: K-2	

Overall Task: All skills must be assessed and will then be combined to identify the student's overall competency.

Skill and Task: Throwing (overhand) – Observe multiple repetitions of your students throwing overhand for force (“throw hard”), using a four- to six-inch ball toward a wall or large target.

Circle Level	Throwing - Criteria
Advanced 3	Able to throw a ball while consistently using a side orientation and stepping with opposition.
Proficient 2	Able to throw a ball while consistently stepping with opposition.
Limited 1	Has difficulty throwing a ball while stepping with opposition.

Directions: Observe student behavior in an activity that would allow students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

	4A Personal	
Circle Level	Safe	Self-direction
Advanced 3	<ul style="list-style-type: none"> Consistently follows all rules and safe practices in class activities. 	<ul style="list-style-type: none"> Effort given throughout and student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for all activities. Takes responsibility and accepts consequences for actions.
Proficient 2	<ul style="list-style-type: none"> Follows safety procedures and rules to ensure safety of self and others. 	<ul style="list-style-type: none"> Engages in activities and stays on task with occasional prompts and encouragement from others. Completes lesson tasks without constant supervision. Takes responsibility for actions.
Limited 1	<ul style="list-style-type: none"> Does not follow some rules or must be reminded about rules or safety procedures. 	<ul style="list-style-type: none"> Engages in activities and stays on task with prompts and encouragement from others. Prompts needed to be prepared for success. Takes little or no responsibility for actions and their consequences.

Ohio Physical Education Assessments	
Standard 4	Exhibits responsible personal behavior and social behavior that respects self and others.
Benchmark A	Knows and follows procedures and safe practices.
Benchmark B	Demonstrates responsible behavior in physical activity settings.
Grade Band: K-2	

Task: The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

Skill and Task: **Catching (with hands)** – Observe multiple repetitions of your students catching an underhand throw (from a partner or a teacher). The ball should be four to six inches in diameter. Have the thrower vary the distance and height of the throw. Note: The quality of the throw will affect the ability to catch, so while students can throw to each other (if they are able), it might be necessary for the teacher to do some throwing, too.

Circle Level	Catching - Criteria
Advanced 3	Consistently catches a ball thrown from varying heights and locations (example: to the right, left, high, middle, low).
Proficient 2	Consistently catches a ball using proper technique.
Limited 1	Has difficulty consistently catching a ball using proper technique.

Skill and Task: **Striking (with dominant hand)** – Observe multiple repetitions of your students striking a stationary, light, soft ball (volleyball size) one-handed to a target area (about 10 feet wide).

Level	Striking - Criteria
Advanced 3	Consistently strikes a ball with the dominant hand to a target area with good technique and accuracy.
Proficient 2	Consistently strikes a ball with the dominant hand with good technique (reaches back, step with opposition, make contact level with the front knee, follow through to target).
Limited 1	Has difficulty striking a ball with a hand with correct technique.

Skill and Task: **Kicking** – Observe multiple repetitions of your students kicking an age-appropriate moving ball to a target area (perhaps two cones about 15 feet apart). Ask your students to then roll the ball forward and kick it while it is still rolling at the target. Then have students kick from varying distances.

Circle Level	Kicking - Criteria
Advanced 3	Consistently kicks a moving ball to a target area with good technique and accuracy from varying distances.
Proficient 2	Consistently kicks a moving ball to a target area from close range with good technique (moving in line with the ball, non-kicking foot close to the ball, kick through the center of the ball, follow through to the target).
Limited 1	Has difficulty kicking a moving ball and demonstrates inaccuracy from close range.

Skill and Task: **Dribbling** – Observe multiple repetitions of your students dribbling with hands and feet in general space. Then ask them to speed up and slow down alternately and to change directions.

Circle Level	Dribbling - Criteria
Advanced 3	Able to dribble under control (and with correct form) with hands (one-handed) and feet at different speeds and while executing change in direction.
Proficient 2	Able to dribble under control with hands or feet at different speeds (showing the ability to speed up and slow down when required).
Limited 1	Has difficulty dribbling under control with hands and feet.

Benchmark B – Health Related Fitness

1. Circle all activities that make your heart beat faster:



Sleeping



Walking up stairs



Sitting and talking



Running



Dancing

2. Circle the activity that makes your muscles stronger.



3. Circle the activity that make your muscles stronger:



4. Circle the activity that stretches muscles in your upper body or arms?

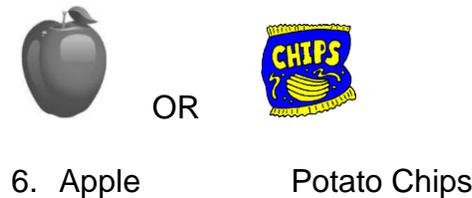
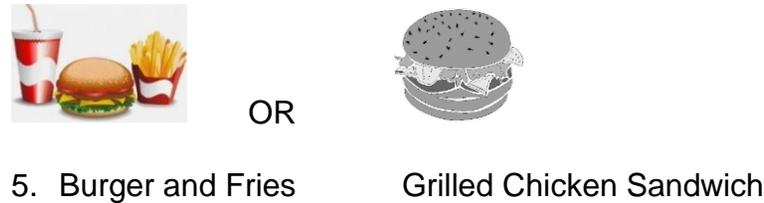


5. Circle the activity that stretches muscles in your legs?



Benchmark A – Healthy Choices

Circle the healthier option for each:



Ohio Physical Education Assessments

**Standard
2**

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Benchmark
A**

Demonstrates knowledge of movement concepts related to body, space, effort and relationships.

Grade Band: K-2

Task: Knowledge of movement concepts can be observed over time and assessment should be combined with instruction relative to these concepts. Over time, students are asked to perform movement tasks associated with the concepts of levels, space, distance, effort and speed. Criteria for observation are as follows:

- Levels: Move at a high-, medium- or low-level as instructed;
- Space: Move in self and/or general space as instructed;
- Distance: Keep an object/person close or further away as instructed;
- Effort: Throw, push or pull hard or soft as instructed;
- Speed: Move quickly or slowly as instructed.

Ultimately, assessment of movement concept knowledge can be based on observation of student performance with a reliable judgment made as to the level (advanced, proficient, limited) at which students demonstrate understanding of each concept. The general rubric below can be used to distinguish knowledge level for each movement concept.

Level	Criteria
Advanced 3	Consistently demonstrates knowledge of each movement concept by performing as instructed when presented with a movement challenge.
Proficient 2	Usually demonstrates knowledge of movement concepts in performance across movement challenges, though students sometimes need reminding of the movements required.
Limited 1	Knowledge of movement concepts is not demonstrated. Student does not show understanding of movement concepts by performing as requested.

Ohio Physical Education Assessments

Standard 2	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Benchmark B	Demonstrates knowledge of critical elements of fundamental motor skills.
Grade Band: K-2	

Task: Knowledge of critical elements of fundamental motor skills can be assessed by simple True/False testing. Most of the following questions and answers are adapted from the assessments provided in the publication PE Metrics (NASPE, 2010). Due to limitations of reading comprehension, it might be advisable to complete the assessment as a class with the teacher reading the questions one at a time, perhaps also demonstrating the skill or movement, and providing students with time to answer before proceeding to the next question. For this written test, randomly select any 10 questions from the list of 20 below. This should take about 15 minutes.

Instructions: This can be completed with Benchmark A or could be given at another time throughout the year.

Circle Level	Benchmark B – Health-Related Fitness
Advanced 3	The student identifies all of the correct activities for each of the following: increasing heart rate (all three), improving muscular strength and the student also can identify ways to stretch various parts of the body.
Proficient 2	The student identifies at least one activity that increases heart rate (with no incorrect activities) and correctly identifies three out of four of the activities that improve muscular strength and flexibility.
Limited 1	The student demonstrates a limited understanding of activities that raise your heart rate and/or demonstrates a limited understanding of muscular strength and/or flexibility (fewer than four correct answers).

Benchmark A – Physical Activity

Physical Activity Worksheet

Name: _____

1. I should get at least _____ minutes of physical activity per day.

100

60

30

10

2. Draw or write a physical activity I can do...

In PE class	At home
At school (but not in PE)	In the community (somewhere other than home or school)

Instructions: There are several ways in which this task can be completed:

1. As a class activity in Physical Education.
2. As a stationed activity (completing one or two per station).
3. As a classroom activity to be monitored by the class teacher.

Level	Benchmark A – Physical Activity (Questions 1 and 2)	Benchmark A – Healthy Choices (Question 3)
Advanced 3	Student identifies four or more physical activity opportunities, including at least one in each category (physical education class, home, school/recess and the community) and knows the recommendations for daily physical activity.	Student identifies all four healthy food and beverage choices to balance healthy food choices with physical activity.
Proficient 2	Student identifies a total of three or more opportunities for physical activity across the four categories and knows the recommendations for daily physical activity.	Student identifies three of four healthy food and beverage choices for physical activity.
Limited 1	Student identifies physical activities from fewer than three different locations and/or does not know the recommendations for daily physical activity.	Student has difficulty (does not answer three questions correctly) identifying healthy and unhealthy food and beverage choices in relation to physical activity.

***Benchmark A will be scored by the average of the two sections (Questions 1-4).**

Questions 1-7 relate to locomotor/non-locomotor skills, while questions 8-20 are on manipulative skills. In each administration of the test, teachers should select questions from both areas but should be careful to ensure that questions selected relate to content that has been taught.

1. When you hop, it means that you start on one foot and land on the same foot.
A. True B. False
2. When you run fast, your hands should come across the center of your body.
A. True B. False
3. When you slide, you keep the same lead foot as you move sideways.
A. True B. False
4. When you skip, you step and hop on one foot and then with the other foot.
A. True B. False
5. When you jump, you should bend your knees as if you are sitting in a chair.
A. True B. False
6. You have more balance if you are low to the ground compared to standing up higher.
A. True B. False
7. To do a forward roll, take the weight on your hands and place your head on the mat.
A. True B. False
8. To throw a ball overhand with your right hand, you should step forward with your left foot.
A. True B. False
9. When throwing or striking and you want the ball to go far, you should only use your arm(s).
A. True B. False
10. When dribbling a basketball, you should always be looking at the ball.
A. True B. False

11. When rolling a ball, you should release the ball at the bottom of your forward swing.
A. True B. False
12. You should use your toes to kick a soccer ball if you want to kick it hard.
A. True B. False
13. When catching a ball thrown close to the ground, your fingers should point at the ground.
A. True B. False
14. For a good overhand throw, you should bend the elbow in the shape of an "L" behind the head before throwing.
A. True B. False
15. When dribbling a soccer ball, you should kick the ball far out in front of you.
A. True B. False
16. You should bend your arms when you catch a ball to help with control.
A. True B. False
17. When you throw a ball, you step forward with the same foot as your tossing arm.
A. True B. False
18. If you want to hit a ball further with your hand, you should use a bigger backswing.
A. True B. False
19. When throwing to a target, you should follow through toward the target after letting go of the ball.
A. True B. False
20. When catching a ball at head height, point your fingers upwards.
A. True B. False

Ohio Physical Education Assessments	
Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Benchmark A	Describes current level of physical activity and identifies additional physical activity opportunities.
Benchmark B	Understands the principles, components and practices of health-related physical fitness.
Grade Band: K-2	

Task: Physical Activity – Identify the proper guidelines for physical activity. Additionally, in the boxes below, draw a picture or write the name of your favorite physical activity that you participate in at school, at home, on the playground and somewhere in the community.

Healthy choices and health-related fitness – Following the directions provided, select the proper options for each question.